

## **PROJECT OBJECTIVES, GOALS, AND IMPLEMENTATION (POGI)**

### **U.S.-FRENCH TEACHERS-IN-TRAINING PROGRAM**

**ECA/A/S/X-09-02**

#### **Office of Global Educational Programs, Fulbright Teacher Exchange Branch**

The POGI guidelines apply specifically to the Request for Grant Proposals (RFGP) issued by the Fulbright Teacher Exchange Branch of the Office of Global Educational Programs in the Bureau of Educational and Cultural Affairs for the U.S.-French Teacher-in-Training Program. Proposals must conform to the RFGP, the Guidelines stated in this document, and the standard Proposal Submission Instructions (PSI). Applications not adhering to the conditions set forth herein may be deemed technically ineligible. These guidelines are specific to the program mentioned above and are IN ADDITION TO the Standard Guidelines outlined in the PSI. If there is a perceived disparity between the standard and program specific Guidelines and the program information supplied in the accompanying RFGP, the RFGP is to be the dominant reference.

## **I. STATEMENT OF WORK**

Funding is intended to provide opportunities for approximately 25 pre-service teachers from France, many of whom intend to teach in socio-economically diverse schools, to participate actively in a three-month program which will combine seminars orienting them to U.S. culture and society with a practical internship in U.S. secondary schools. Participants will be placed in small groups at secondary schools in the vicinity of the administering university for a nine-week practical component. In addition, funding will provide for selection and travel of approximately 15 U.S. students to participate in a similar program to be organized in collaboration with the French Ministry of Education, the Conference of Directors of the University Institutes for Teacher Training (Conférence des directeurs d'IUFM), and the Franco-American Commission for Educational Exchange (Fulbright Commission).

Responsibilities for this program include:

#### **U.S. participants:**

1. Recruitment and selection;
2. Pre-departure orientation as well as distributing necessary pre-departure orientation materials to all U.S. participants – this could be accomplished electronically;
3. Collaboration with partners to establish training curriculum in France;
4. International round-trip travel;
5. Insurance – Funded programs should use Bureau health insurance which complies with J-1 visa requirements. Recipient is responsible for enrolling participants - French participants and U.S. participants only, NOT program staff - in Bureau insurance program. The Bureau health coverage program provides limited accident and sickness,

repatriation of remains, and medical evacuation insurance coverage for participants in the exchange phases of the program. The Bureau will provide the cooperating institution with the necessary instructions and forms to complete prior to travel for the participants. The recipient will assist in presenting claims to the insurance agency and consult with the Bureau on recipient health issues that may affect successful program completion. A plan for providing participants with ready access to medical care should be included in the proposal. Please note that the Bureau's health insurance program is described in the Proposal Submission Instructions.

French participants:

1. Collaborate with the French Ministry of Education, the Fulbright Commission, the Conference of Directors of the University Institutes for Teacher Training (Conférence des directeurs d'IUFM), and the U.S. Embassy in France to organize a pre-departure orientation for the French participants in France in December, 2009. Prepare and distribute necessary pre-departure orientation materials to all participants and Post/Commission, including specific information about housing and school placement - this could be accomplished electronically;
2. Design and conduct an academically sound seminar (3 weeks beginning in January, 2011) on U.S. history, culture and society to prepare participants for the school-based component of the program;
3. Integrate a professional development seminar throughout the practical teaching assignments;
4. Select host secondary schools and place teachers with mentors in host schools for internships based on their subject areas;
5. Arrange for appropriate housing;
6. Monitor individuals, host schools, mentors, home stays;
7. Provide program evaluation and follow-on;
8. Provide fiscal management for sub awards, if applicable;
9. Enroll participants in Bureau health insurance which complies with J-1 visa requirements. The Grantee will assist in presenting claims to the insurance agency and consult with the Bureau on grantee health issues that may affect successful program completion. A plan for providing participants with ready access to medical care should be included in the proposal. Please note that the Bureau's health insurance program is described in the Proposal Submission Instructions.

N.B. Program partners in France (the French Ministry of Education, the Fulbright Commission, the Conference of Directors of the University Institutes for Teacher Training (Conférence des directeurs d'IUFM), and the U.S. Embassy) will be responsible for the following aspects of the program with separate funding:

French participants:

1. Recruitment and selection;
2. Organization of logistics for pre-departure orientation;
3. International airline tickets to final U.S. destination;

4. Payment of allowance for meals and incidentals.

U.S. participants:

1. Orientation seminar in France;
2. Placement in student teaching internships and monitoring;
3. Debriefing in France;
4. Payment of monthly living allowance.

## II. PROGRAM SPECIFIC GUIDELINES

### PROGRAM PLANNING AND IMPLEMENTATION

#### A. Logistics, Orientation and Maintenance:

The recipient organization will be responsible for:

U.S. Participants:

1. Designing an application and selection process for U.S. participants in consultation with the Fulbright Teacher Exchange Branch, the Fulbright Commission and the U.S. Embassy in France;
2. Recruiting U.S. beginning teachers from universities throughout the United States. Applicants must have at least an intermediate level in French;
3. Preparing and distributing pre-departure orientation materials for U.S. participants;
4. Organizing a pre-departure orientation (2 to 3 days in August, 2010) in the U.S. to provide an introduction to contemporary French society and culture, the French education system, and strategies for teaching in France; briefly introduce participants to French vocabulary related to schools and education; establish guidelines and expectations for U.S. participants;
5. Arranging international travel for U.S. participants;
6. Enrolling participants in Bureau health insurance;
7. Liaising with the Fulbright Commission, the Conference of Directors of the University Institutes for Teacher Training (Conférence des directeurs d'IUFM), and French Ministry of Education as they organize the orientation and placement of participants in teaching assignments in France.

French Participants:

1. Preparing and distributing necessary pre-departure orientation materials to French participants;
2. Assisting the French Fulbright Commission in conducting a pre-departure orientation in France;
3. Scheduling school visits reflecting the diversity of the U.S. education system and other enrichment activities. School visits should expose participants to different types of schools (public, private, charter, rural, inner city, ethnically and socio-economically diverse);
4. Design seminars with a strong contemporary focus, providing an introduction to the U.S. education system and American culture, as well as a cross-cultural adjustment component; include a basic introduction to American life and customs with special

reference to common practices in U.S. schools, and a comparison of U.S. and French teaching methodologies;

5. Organizing English language training in the first two weeks following the participants' arrival to include vocabulary related to education;
6. Arrange internships in high schools (maximum 9 weeks): French teachers should be placed in small groups at local secondary schools and should be paired with experienced U.S. teachers whose academic specialization matches their own. Internship activities should immerse the student teachers directly in the American classroom environment and may include: observing a variety of classroom activities (active classroom, group projects, etc.); working individually with a mentor teacher on curriculum development; and teaching or team teaching. French teachers must spend at least six hours per week conducting classes independently;
7. Providing opportunities for French teachers to make presentations to U.S. teachers on topics such as: teaching methodologies, French culture and history;
8. Expose teachers to local school governance through attendance at faculty, board of education, and PTA meetings;
9. Expose teachers to volunteerism in the U.S. by providing teachers opportunities to participate in local school and community volunteer activities;
10. Arranging homestays or housing options that encourage the integration of the French teachers in the local community. Solicit input from the pre-service teachers in making the housing assignments. If housing does not include a homestay, arrange brief homestays, either directly or through an agreement with another organization. Provide housing information to participants well in advance of program start date;
11. Organizing cultural activities for the group, apart from activities organized informally by homestay families;
12. Providing laptop computers for use while participating in the program. The Bureau encourages use of media technologies to facilitate cooperation among the teachers, their institutions and their colleagues, both in the U.S. and France;
13. Organizing cultural opportunities for participants to interact with the local community and non-school-based groups;
14. Arranging for participants to travel to Washington, D.C. (2 to 3 days) for a professional and cultural program to include meetings with the Bureau of Educational and Cultural Affairs, the French Embassy, and the Department of Education;
15. Conducting a final debriefing for participants focusing on ideas and concepts observed during the internship as well as how participants can incorporate knowledge learned during the program in their French classrooms;
16. Providing assistance to French participants regarding tax procedures as well as medical and insurance issues, including instructions on how to handle medical and health emergencies should they arise, and emergency contact information on medical providers in the area;
17. Preparing DS-2019 forms and communicating clearly the guidelines and information regarding visa regulations and the participants' return to France after completion of the program. The Bureau requests that the grantee designate an Alternative Responsible Officer (ARO) under a Bureau SEVIS program number to issue DS-2019 forms on its behalf to participants in this program. Programs must comply with J-1 visa regulations. Please refer to the Solicitation Package (PSI) for further information.

18. Coordinating follow-on and organized alumni activities; activities may include list-serves, small grants, etc.

B. Identifying and coordinating the activities of the host U.S. school districts.

The recipient organization will be responsible for:

1. Identifying, recruiting, selecting, and orienting nearby school districts to collaborate in hosting selected groups of French teachers for internships. Each university may offer modest compensation to each participating U.S. school district or mentor;
2. Designing an application and acceptance process for mentor teachers to identify experienced, well-qualified and motivated mentors. Emphasis should be placed on clearly defining the collaborative nature of their roles with the French pre-service teachers. The mentors and French teachers should work as teams in their classrooms;
3. Monitoring the cooperating organizations (host schools, homestays) throughout the program and troubleshooting as necessary;
4. Facilitating exposure of the students to local school and community governance through attendance at faculty, board of education, parent-teacher organization, and city council meetings. The grantee should encourage teachers' participation in extracurricular activities at the host schools.

## PROPOSAL CONTENTS

Applicants should submit a complete and thorough proposal describing the program in a convincing and comprehensive manner. Since there is no opportunity for applicants to meet with reviewing officials, the proposal should respond to the criteria set forth in the solicitation and other guidelines as clearly as possible.

Proposals should address succinctly, but completely, the elements described below and must follow all format requirements.

**NOTE:** Proposals submitted through <http://www.grants.gov/> may only be submitted in the following formats:

- Microsoft Word
- Microsoft Excel
- Adobe Portable Document Format (PDF)
- ASCII Text
- Joint Photographic Experts Group (JPEG images)

Proposals should include the following items:

*TAB A - Application for Federal Assistance Cover Sheet (SF-424)*

*TAB B - Executive Summary*

In one double-spaced page, provide the following information about the program:

1. Name of organization/participating institutions
2. Beginning and ending dates of the program
3. Proposed theme
4. Nature of activity
5. Funding level requested from the Bureau, total program cost, total cost sharing from applicant and other sources
6. Scope and Goals
  - a) Number and description of participants
  - b) Wider audience benefiting from program (overall impact)
  - c) Geographic diversity of program, both U.S. and overseas
  - d) Fields covered
  - e) Anticipated results (short and long-term)

#### *TAB C*

##### *Calendar of activities/itinerary*

##### *Narrative*

In 20 double-spaced, single-sided pages, provide a detailed description of the program addressing the areas listed below.

1. Vision (statement of need, objectives, goals, benefits)
2. Participating Organizations
3. Program Activities (advertisement, recruitment, orientation, academic component, cultural program, participant monitoring)
4. Program Evaluation
5. Follow-on
6. Program Management
7. Work Plan/Time Frame

#### *TAB D - Budget Submission*

- 1.) Budget Information – Non-Construction Programs (SF-424A)
- 2.) The applicant must submit a comprehensive, line-item budget for the entire program. There must be a summary budget reflecting a breakdown of administrative and program costs. The cost to the Bureau should not exceed \$375,000.

Please see Standard Budget Preparation Guidelines in Proposal Submission Instructions in regard to a Summary Budget and a detailed Line-Item Budget. Use notes where further explanation of line items is required to clarify how the figures were obtained. Please submit program and administrative budgets not exceeding \$375,000.

Divide the line-item budget into Administration and Program sections. The line-item budget should include and elaborate on the categories listed below.

A. Administrative Costs:

1. Staff requirements: Salaries, benefits, and support services (including support staff) for the program. Fringe benefits should be stated separately from salary costs;
2. Other direct administrative expenses such as telephone/telefax, postage, photocopying, and office supplies used for the program;
3. Staff travel to France for planning trip and orientation;
4. Indirect costs.

(The U.S. Embassy in France and the French Ministry of Education, with support from the Fulbright Commission, will recruit and select French student teachers and place, monitor, and support U.S. student teachers during their program in France.)

B. Program Costs:

French participants

- a. Instruction, materials, logistics for U.S. culture and society seminars (instruction, honoraria, logistics);
- b. Educational materials;
- c. Housing;
- d. Honoraria for teachers at host schools (not to exceed \$350 per participant);
- e. Educational and cultural activities, including travel to Washington, DC;
- f. Withholding for taxes as necessary;
- g. Costs for alumni activities (for both U.S. and French participants; should be approximately 4-5 % of the budget request).

(The Fulbright Commission in France will be responsible for costs associated with orienting French participants. The French Ministry of Education will purchase international airline tickets for the French participants to their final destination and will provide them with a living maintenance allowance to cover meals and incidental expenses.)

2. U.S. participants:

- a. Recruitment and selection process for U.S. participants;
- b. Costs associated with obtaining Visas;
- c. International travel;
- d. Pre-departure orientation in the U.S.;
- e. Short-term French language training.

(The Department of State will provide American participants with a maintenance allowance to be disbursed by the Fulbright Commission in France.)

***TAB E***

*Letters of endorsement*

*Resumes*

Resumes of all program staff should be included in the submission. No resume should exceed two pages.

***TAB F***

1.) SF-424B, "Assurances - Nonconstruction Programs".

2.) First time applicant organizations and organizations which have not received an assistance award (grant or cooperative agreement) from the Bureau during the past three (3) years, must submit as an attachment to this form the following: (a) one copy of their Charter OR Articles of Incorporation; (b) a list of the current Board of Directors; and (c) current financial statements. Note: The Bureau retains the right to ask for additional documentation of those items included on this form.

3.) **Please note:** Effective January 7, 2009, all applicants for ECA federal assistance awards must include in their application the names of directors and/or senior executives (current officers, trustees, and key employees, regardless of amount of compensation). In fulfilling this requirement, applicants must submit information in one of the following ways:

Those who file Internal Revenue Service Form 990, "Return of Organization Exempt From Income Tax," must include a copy of relevant portions of this form.

Those who do not file IRS Form 990 must submit information above in the format of their choice.

In addition to final program reporting requirements, award recipients will also be required to submit a one-page document, derived from their program reports, listing and describing their grant activities. For award recipients, the names of directors and/or senior executives (current officers, trustees, and key employees), as well as the one- page description of grant activities, will be transmitted by the State Department to OMB, along with other information required by the Federal Funding Accountability and Transparency Act (FFATA), and will be made available to the public by the Office of Management and Budget on its <http://www.usaspending.gov/> website as part of ECA's FFATA reporting requirements.

4.) Include other attachments, if applicable, i.e. the SF-LLL form, etc.



**REVIEW PROCESS:** Eligible proposals will be subject to compliance with Federal and Bureau regulations and guidelines and forwarded to Bureau grant panels for advisory review. Proposals may also be reviewed by the Office of the Legal Adviser or by other Department elements. Final funding decisions are at the discretion of the Department of State's Assistant Secretary for Educational and Cultural Affairs. Final technical authority for assistance awards (grants or cooperative agreements) resides with the Bureau's Grants Officer. The Bureau reserves the right to reduce, revise, or increase proposal budgets in accordance with the needs of the program and availability of funds.

The submission will be reviewed with the following review criteria in mind:

1. *Program planning:* Detailed agenda and relevant work plan should demonstrate substantive undertakings and logistical capacity. Agenda and plan should adhere to the program overview and guidelines described above.
2. *Ability to achieve program objectives:* Objectives should be reasonable, feasible, and flexible. Proposals should clearly demonstrate how the institution will meet the program's objectives and plan.
3. *Multiplier effect/impact:* Proposed programs should strengthen long-term mutual understanding, including maximum sharing of information and establishment of long-term institutional and individual linkages.
4. *Support of Diversity:* Proposals should demonstrate the recipient's commitment to promoting the awareness and understanding of diversity.
5. *Institutional Capacity:* Proposed personnel and institutional resources should be adequate and appropriate to achieve the program or project's goals.
6. *Institution's Record/Ability:* Proposals should demonstrate an institutional record of successful exchange programs, including responsible fiscal management and full compliance with all reporting requirements for past Bureau awards (grants or cooperative agreements) as determined by the Bureau's Office of Contracts. The Bureau will consider the past performance of prior recipients and the demonstrated potential of new applicants.
7. *Follow-on Activities:* Proposals should provide a plan for continued follow-on activity (without Bureau support) which insures that Bureau supported programs are not isolated events.
8. *Project Evaluation:* Proposals should include a plan to evaluate the activity's success, both as the activities unfold and at the end of the program. The Bureau recommends that the proposal include a draft survey questionnaire or other technique plus description of a methodology to use to link outcomes to original project objectives. Award-receiving organizations/institutions will be expected to submit intermediate reports after each project component is concluded or quarterly, whichever is less frequent.
9. *Cost-effectiveness/cost sharing:* The overhead and administrative components of the proposal, including salaries and honoraria, should be kept as low as possible. All other items should be necessary and appropriate. Proposals should maximize cost-sharing through other private sector support as well as institutional direct funding contributions.

**ADHERENCE TO ALL REGULATIONS GOVERNING THE J VISA**

The Bureau of Educational and Cultural Affairs is placing renewed emphasis on the secure and proper administration of Exchange Visitor (J visa) Programs and adherence by grantees and sponsors to all regulations governing the J visa. Therefore, proposals should demonstrate the applicant's capacity to meet all requirements governing the administration of Exchange Visitor Programs as set forth in 22 CFR 62, including the oversight of Responsible Officers and Alternate Responsible Officers, screening and selection of program participants, provision of pre-arrival information and orientation to participants, monitoring of participants, proper maintenance and security of forms, record-keeping, reporting and other requirements.

The Bureau requests that the grantee designate an Alternate Responsible Officer (ARO) under a Bureau SEVIS program to issue DS-2019 forms on its behalf to participants in this program. A copy of the complete regulations governing the administration of Exchange Visitor (J) programs is available at <http://exchanges.state.gov> or from:

United States Department of State  
Office of Exchange Coordination and Designation  
ECA/EC/ECD - SA-44, Room 734  
301 4th Street, S.W.  
Washington, D.C. 20547  
Telephone: (202) 401-9810  
FAX: (202) 401-9809

**APPLICATION SUBMISSION**

The RFGP indicates the date the complete proposal submission is due and the address at the Bureau to which the submission must be sent. There are NO EXCEPTIONS to this deadline. For further information regarding this program or the competition, call Program Officer Michelle Garren at (202) 453-8884, ECA/A/S/X; Fax: (202) 453-8890; email: [garrenmw@state.gov](mailto:garrenmw@state.gov).